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initeness should be given to the literary picture of an age by the reading of the prose or poetry which will give larger views of the author or of the life of antiquity. Sallust must be read to supplement Cicero, Ovid to vivify Roman mythology, and Livy to give reality to Roman history. The pupil should not leave his Gallic war and his Aeneid incomplete, but should finish in English what he begins in Latin—for he ought not to feel that he has merely picked up here and there some broken fragments of a literature, but that he has entered into full possession of his rightful inheritance.

Translation should have even a larger significance. The skeleton of Greek and Roman civilization presented in the course in ancient history during the first year of the secondary school should be clothed with flesh and blood during the second year by a course of Greek and Roman literature in English. This would be invaluable for the students who are studying Greek and Latin, and the others would thus secure their birthright, the humanities, and would be humanized through fellowship with Homer, Herodotus, Sophocles, Aristophanes, Socrates and Plato, whom not to know is never to taste the wine of finest flavor for boy and man. Such a course in school, and a similar one in college, would allure many to the original Greek itself. Thus translations would be supremely instrumental in bringing about what is devoutly to be desired in this age of natural science, a renaissance of the Classics in the letter and in the spirit. JAMES P. TAYLOR

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REVIEWS

Plato: *Apology of Socrates and Crito*, with extracts from the *Phaedo* and *Symposium* and from *Xenophon's Memorabilia*. Edited by Louis Dyer, revised by Thomas Day Seymour. With a vocabulary. New York: Ginn & Co. (1908). Pp. 246.

Professor Dyer's edition of the *Apology* and *Crito*, which was based on Cron's edition, has long been one of the best for use in collegiate instruction. We now have a revision prepared by Professor Seymour, which will prove still more serviceable. With the *Apology* and the *Crito* are now included from the *Phaedo* the prologue and the epilogue, from the *Symposium* the speech of Alcibiades in praise of Socrates, and parts of the first and fourth books of the *Memorabilia*. These selections appropriately accompany the *Apology*, as they will afford students further light on the life, character and death of Socrates. About forty additional pages of text are thus required, more, perhaps, than most classes will have time to cover as assigned work for daily recitation. In that event, however, the extracts may very profitably serve for sight translation or home reading, and some might be translated to the class

by the instructor. Interest would thereby be aroused in these works that might stimulate pupils to pursue their study farther.

Another notable feature of the revised work is the addition of a vocabulary. To pupils, at least, this will be welcome. It will save them time and labor and, being limited in scope, will enable them to choose the English meanings with greater accuracy. It seems to have been generally agreed by scholars that only school editions should include vocabulary. Shall there be a departure from this practice? Is this not a question worthy of consideration? The respective merits of the special and of the general vocabulary are well known. Elementary students should use the former and advanced students the latter. The question is where to draw the line. The dialogues included in the present volume are usually read by freshmen. Now, it is very doubtful whether they, or even sophomores, gain many of the special advantages supposed to result from the use of a general vocabulary, particularly in view of the fact that they commonly use an abridged lexicon. On the other hand, the use of only one book instead of two might induce students to rely on this without resorting to a 'pony'. At least, it would not have the opposite effect, nor would it drive students away from the Classics, and it might possibly tend to attract them. If it is true, then, that the special vocabulary may be defended, what shall be its limitations? In the present case the editor has aimed at brevity, giving practically nothing that is not needed for interpreting the text to be read. This is not sufficient. There should be greater fullness in the matter of etymologies and cognates, and in giving the component parts of derivatives at least the less common Greek words should be defined. In the case of verbs, all principal parts found in good Attic prose should be given rather than merely those that are used in these particular works. The vocabulary, as a whole, however, is quite satisfactory.

The introduction has been re-written and reduced in length from 54 to 36 pages. Most of the foot notes have been omitted and the accounts of the pre-Socratic philosophy and of Plato's life and writings have been simplified. This is a marked improvement from the point of view of those for whom the edition is intended. The rest of the introduction is devoted to an account of the life and work of Socrates, analyses of the *Apology* and *Crito*, and a description of the Athenian courts. The whole introduction will be found interesting and illuminating to undergraduates.

The revision of the commentary has likewise resulted in an abridgment, and that, too, in spite of the fact that the notes on each chapter are introduced by a brief but helpful summary of the chapter. Some comments, too, have been added and

several grammatical references, particularly to Professor Gildersleeve's *Syntax of Classical Greek*. The abridgment of many notes consists in the omission of citations and remarks that were of little or no value to undergraduates. Herein good service has been done. Many of the notes, of course, have been left unchanged, while certain others have been rendered superfluous by the vocabulary. Altogether twenty-three pages have been gained and yet the commentary remains entirely adequate for collegiate work. The notes on the added selections are still briefer, perhaps too meager, especially if these portions are to be used for sight or private reading.

Several improvements in text have been introduced. The spelling, in particular, has been revised, "partly on the authority of inscriptions and partly as the result of further study of the manuscripts and of the ancient grammarians". Elision has been more freely employed. The use of quotation marks will, as the reviser hopes, undoubtedly "prove a reasonable convenience to the learner".

The typography and general appearance of the book are excellent and the proof-reading has been done with great accuracy. Why is ἀποπεφύγη, *Apology*, Chapter XXV, given in this and other standard editions as a pluperfect? Of several texts examined only the Oxford has the correct form.

There is an appendix containing a brief treatment of manuscripts and editions and a table of deviations from the text of Professor Dyer and of German editors. The indexes, Greek and English, have been prepared by Miss Elizabeth Seymour.

We are fortunate in having this revision by such a distinguished scholar, so that its accuracy and general excellence are assured. From the brief preface, written by Professor J. W. White, we learn that the book was practically finished and nearly all in type before Professor Seymour's Death.

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Caesaris commentarii rerum in Gallia gestarum VII; A. Hirtii commentarius VIII. Für den Schulgebrauch, herausgegeben von H. Meusel. Mit einem Anhang: Das Römische Kriegswesen zu Caesar's Zeit, von R. Schneider. 2. Auflage. Berlin: W. Weber (1908). Pp. XV + 284; illustrated. Mk. 1. 60.

The second edition of Meusel's school text of the Gallic War follows the first after an interval of fourteen years. During that time there has been considerable work upon the text of Caesar and the important Oxford text has appeared. Meusel has taken account of everything that has been done and this edition differs from the previous one in many—chiefly minor—points. Most important at first appearance is the evident Americanization of the book. The type is very much larger, the text has been broken into paragraphs, and also in the matter of

titles to the books Professor Kelsey's investigations have been largely approved. All the Indirect Discourse has been printed in italics. A number of short interpolations as Meusel conceived them were bracketed in the earlier text; these have been omitted entirely in the present edition. The result is a much more open page, a text much less disfigured by critical signs and a much larger book.

So far as the text itself is concerned, it is much more radical in the matter of the acceptance of conjectures than the previous one and even where no conjectures are accepted there are many places where the reading of α has been discarded in favor of that of β , and the reverse. Just what has induced Meusel to prefer the reading of one class of Mss. over that of the other is, of course, not indicated in a book intended for school use. Professor Meusel promises to give his reasons for all his changes in an early issue of the *Jahresber. d. phil. Vereins*.

The appendix contains a treatise on the Roman Art of War, by Schneider, and a table of changes in this edition as compared with the first.

Professor Meusel's Caesar has since its appearance been regarded as the standard text in this country. In my opinion it is inferior to the Oxford text, but the most of us still prefer to follow German rather than English criticism. In its present form it is likely to retain its hold upon the esteem of scholars in general and unless the practice of American editors changes we may expect in the near future to find most of our American texts changed to accord with this new edition and the appropriate boast to that effect made in the prefaces. Professor Kelsey is almost the only American scholar who has shown an inclination to work independently on the text of Caesar, a text with regard to which Meusel says, "Immerhin bleibt auch jetzt noch manches zu thun".

G. L.

SUMMARIES

An interesting article on the history of the cat, by Otto Keller, appears in the *Roemische Mitteilungen* 23. 40-70. The author discusses the cat from the philological and archaeological points of view, presenting the occurrences of the word for cat in the Greek and Latin languages, and giving illustrations of the beast taken from coins, sculpture and painting. The results of his investigation he conveniently summarizes under nine heads.

The first stage in this history is the taming of the Nubian yellow cat by the Aethiopians in prehistoric times. Then, introduced from Aethiopia, the sacred cat appears in Egypt first about the year 2000 before Christ. It was dedicated to the goddess Bast, to whom previously a lioness had been sacred, but lionesses were difficult to hold in captivity and, therefore, this type of yellow cat was accepted as the most satisfactory substitute.